

**Arrangements for:
Professional Development Award
in
Applied Practitioner Studies in TESOL
at SCQF level 10**

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SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of Higher National qualifications.

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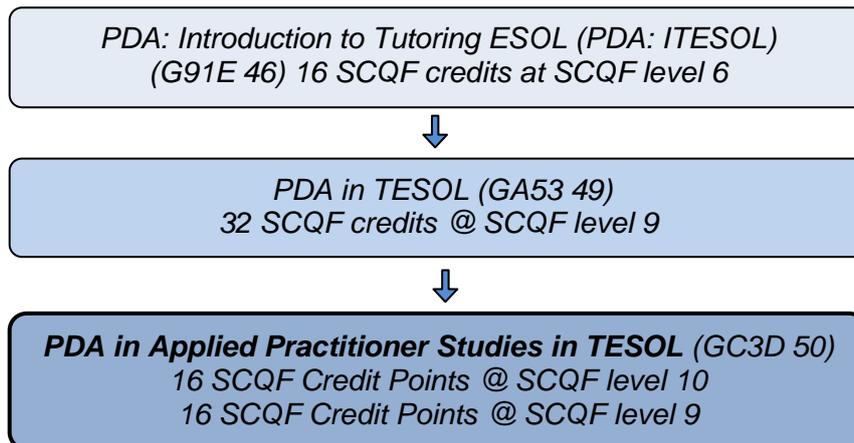
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1 Introduction

This is the Arrangements Document for the new Professional Development Award in Applied Practitioner Studies in TESOL (Teaching English to Speakers of Other Languages) at SCQF level 10. This document includes background information on the development of the Group Award, its aims, guidance on access, details of the Group Award structure, and guidance on delivery.

The PDA in Applied Practitioner Studies in TESOL at SCQF Level 10 is a new award offering professional development for ESOL practitioners who deliver ESOL within a variety of sectors in Scotland. Practitioners may hold a variety of roles (eg tutor, teacher or lecturer), depending on the sector within which they work. The qualification addresses the professional development needs of ESOL practitioners working within the Scottish context, providing broad and contextualised theoretical and practical knowledge and skills across a range of specialised areas, building on those already gained through prior TESOL study and ESOL delivery experience.

This qualification is part of a new suite of Professional Development Awards (PDAs) in TESOL ranging from SCQF level 6 to SCQF level 10. The awards are:



The title of this award reflects the overall structure and the individual Units offered. The qualification includes in-depth analysis of the English language and its application in the ESOL classroom, the principles and processes of designing, evaluating and implementing ESOL assessment within the Scottish Qualifications Framework, and the theoretical and practical elements required to design effective, inclusive ESOL learning programmes. The mandatory and optional Unit structure allows candidates to gain essential knowledge and skills, while focusing on areas of professional practice which are relevant to their own teaching and learning contexts, and which will support them in their own professional development as reflective ESOL practitioners.

The PDA in Applied Practitioner Studies in TESOL at SCQF level 10 provides coherent progression for ESOL practitioners who already hold an initial TESOL qualification such as GA53 49 PDA in TESOL at SCQF level 9 and wish to extend subject-specific knowledge and skills. By equipping practitioners with a broad range of valuable knowledge and skills, this

qualification will help to ensure that ESOL delivery is of a consistently high standard across sectors. Candidates undertake study of an analytical, research-based nature, coherently linked to the application of ESOL planning, delivery, assessment and evaluation, to positively inform their current and future ESOL professional practice.

The award will develop candidates' knowledge and skills across a range of relevant areas to allow them to successfully deliver ESOL to diverse groups of learners within a variety of contexts and sectors (voluntary, college, community, the workplace etc). It is assumed that candidates undertaking this award will already be competent in working independently as ESOL practitioners. The award is intended to enhance the ESOL practitioner's professional practice.

The award has been designed in Scotland with the active ESOL agenda in mind, which was initiated by the launch of the Adult ESOL Strategy for Scotland in 2007. It sits within the Professional Qualifications Framework for ESOL practitioners in Scotland, which recognised the need for relevant subject specific qualifications, developed to a consistent national standard.

The Professional Development Framework for ESOL practitioners in Scotland¹ maps this qualification as a benchmark of professional competence for practitioners who operate within the range of public sector ESOL delivery contexts.

2 Rationale for the development of the Group Award

Background

Since the launch of the [Adult ESOL Strategy for Scotland](#) in March 2007, SQA has been developing a suite of TESOL qualifications to provide professional development for ESOL practitioners in Scotland, in line with the Strategy's aspiration of:

'a fully professional workforce with recognised career structures' and its recognition that 'ESOL practitioners need to show knowledge, technical competence, and expertise at a level consistent with effective programme delivery.'

In 2008, the Professional Development Working Party, established by the National ESOL Panel to support the work of the Panel and take forward key strands within the Adult ESOL Strategy, was given the remit of mapping existing qualifications which ESOL practitioners in Scotland hold and developing a Professional Development Framework for ESOL Practitioners in Scotland, which would take account of current qualifications and make recommendations for TESOL qualification development.

¹ See Appendix 1

The proposed Framework² recommended a range of flexible pathways for practitioners, to include current qualifications offered by other providers, such as those offered by Cambridge ESOL and Trinity College, London, and the development of a new qualification by SQA at SCQF level 9. The thinking behind the Framework was that qualifications should be created to allow practitioners to undertake a pathway set within the Scottish Qualifications Framework, while also allowing those taking/already holding TESOL qualifications at Certificate levels (eg CELTA and Cert TESOL) to continue to professionally develop by undertaking additional SQA TESOL Units directly relevant to the contexts within which ESOL is delivered in Scotland.

SQA was contracted by the Scottish Government's Lifelong Learning Directorate, again through the National ESOL Panel, to carry out national research into the need for this new qualification.

Research

SQA conducted this research in three strands

- ◆ desk research
- ◆ the 2009 TESOL Survey (for practitioners and managers)
- ◆ a number of practitioner focus groups

The results from the research provided evidence of a need for a new, flexible qualification set within the Scottish Framework. This qualification had to allow candidates holding no subject specific qualifications, a contextualised training pathway, which took account of current ESOL provision in Scotland.

The Scottish Government's Lifelong Learning Directorate endorsed the proposed Framework in November 2009, and provided funding to SQA to develop the PDA in TESOL at SCQF level 9, which, during the design phase, was then divided into two PDAs, rather than a single qualification. This led to the development of the PDA in Applied Practitioner Studies in TESOL at SCQF level 10).

The PDA in Applied Practitioner Studies in TESOL at SCQF level 10 extends and develops the knowledge and skills gained within the PDA in TESOL at SCQF level 9, whilst providing candidates with opportunities to focus on their own professional practice and development needs within specialised ESOL contexts.

Creating two separate qualifications has a number of benefits

- ◆ The PDA in Applied Practitioner Studies in TESOL at SCQF level 10 contains Units which offer vertical progression (*English Language Analysis for TESOL* at SCQF level 10) and horizontal progression (*ESOL Syllabus Design, ESOL Assessment and the Scottish*

² An updated version of this framework is provided in Appendix 1. The updated version splits the originally proposed PDA in TESOL at SCQF level 9 into 2 qualifications, the *PDA in TESOL* at SCQF level 9 (as an initial TESOL qualification) and the *PDA in Applied Practitioner Studies in TESOL* at SCQF level 10 (as professional development).

Framework and Teaching ESOL Literacies to Adults all at SCQF level 9) for candidates who already hold an initial TESOL qualification.

- ◆ As the PDA in TESOL sits at SCQF level 9 and the PDA in Applied Practitioner Studies in TESOL at SCQF level 10, the splitting of the qualification allows candidates to evidence progression in their professional practice, crucial to enhancing employability.
- ◆ A TESOL Group Award at SCQF level 10 provides relevant professional development, and provides a bridge towards Diploma level TESOL qualifications and Masters level studies (at SCQF level 11).
- ◆ Two separate qualifications offer ESOL practitioners more flexibility in how they choose to professionally develop, allowing candidates to learn at their own pace, or select only those areas they consider relevant to their practice and feel they require for professional development.
- ◆ Trinity and Cambridge Diploma holders, or those holding equivalent qualifications, have the opportunity to undertake Units which include content relevant to working within the public sector in Scotland (eg *ESOL Assessment and the Scottish Framework, Teaching ESOL Literacies to Adults*).
- ◆ Two qualifications offer candidates, employers and delivering centres more flexibility (eg candidates have a smaller number of Units to complete for successful certification; some centres might not have the resources to offer the assessed teaching practice component required of the PDA in TESOL at SCQF level 9, but may still have the expertise to deliver the PDA in Applied Practitioner Studies in TESOL at SCQF level 10).
- ◆ Candidates holding qualifications from other awarding bodies are able to access the PDA in Applied Practitioner Studies in TESOL at SCQF level 10 more easily as no credit transfer is required across a number of awarding bodies.

Structure

The Units which make up the PDA in Applied Practitioner Studies in TESOL at SCQF level 10 are as follows:

Mandatory Units

English Language Analysis for TESOL (double credit Unit at level 10)
ESOL Assessment and the Scottish Framework (level 9)

These Units are designed to allow the ESOL practitioner to develop their subject specific knowledge of English language analysis and apply this to an ESOL teaching context, and acquire the knowledge and skills required to effectively assess ESOL learners within the Scottish ESOL Qualifications Framework.

Optional Units (candidates complete one to achieve the Group Award)

Teaching ESOL Literacies to Adults (level 9)
ESOL Syllabus Design (level 9)

The optional Units are designed to allow the ESOL practitioner to develop knowledge and skills directly relevant to their own professional practice.

In *ESOL Syllabus Design* the candidate designs a learning programme for a particular group of learners in a context of the candidate's choice (ie the candidate can focus on the purpose of the learning — for citizenship, employability, specific exam training etc, the setting — workplace, community-based, school etc).

Teaching ESOL Literacies to Adults provides the opportunity for candidates to develop and deliver a learning programme, this time with a one-to-one focus in the specialist area of ESOL literacies learning.

The content within this PDA takes cognisance of the needs identified in the research carried out regarding the content and design of a new TESOL qualification for Scotland. There was clear evidence that practitioners wished to develop knowledge and skills directly relevant to the work they engaged in on a daily basis, and wanted the flexibility to choose which areas to focus on. In-depth language awareness, assessment related to the Scottish Qualifications Framework, contextualised syllabus design and ESOL literacies all sat high on the priorities of the professional development needs ESOL practitioners identified.

The PDA in Applied Practitioner Studies in TESOL at SCQF level 10 offers nationally recognised professional development for those already teaching ESOL in Scotland. It takes account of the diverse needs of ESOL learners, the variety of professional practices ESOL practitioners engage in, and explores both Scottish and wider, international themes.

The Scottish Government recommends, through the Professional Development Framework, that all ESOL practitioners in Scotland should be working towards this qualification, or an equivalent, as a minimum. It is recommended that the PDA in Applied Practitioner Studies in TESOL at SCQF level 10 becomes the minimum benchmark qualification for ESOL practitioners working within publicly funded ESOL provision in Scotland.

3 Aims of the Group Award

3.1 Principal aims of the Group Award

General Aims

ESOL practitioners in Scotland work within a variety of contexts and have a range of duties and responsibilities which demand expertise far exceeding that which can be gained from an initial TESOL qualification. The principal aim of the PDA in Applied Practitioner Studies in TESOL at SCQF level 10 is to build on the existing knowledge and skills of ESOL practitioners who hold initial TESOL qualifications, developing specialist knowledge and skills to meet the demands and challenges of ESOL planning, delivery and assessment within the Scottish ESOL context.

The qualification, developed to a national standard, will ensure consistency in the quality of professional development for ESOL practitioners, which, in turn, will have a positive impact on the quality of the learning experience for

ESOL learners in Scotland. The award recognises ESOL learner diversity and the need to be able to work within and across the range of contexts in which ESOL is delivered. It seeks to be flexible and relevant for practitioners working across the various sectors where ESOL is delivered.

The overarching aims are to:

- ◆ Provide relevant and coherent professional development opportunities for ESOL practitioners working in a range of ESOL contexts and settings.
- ◆ Enable the ESOL practitioner to develop in-depth theoretical knowledge of how the English language works and its application within ESOL teaching and learning.
- ◆ Enable the ESOL practitioner to critically explore and reflect on English language issues (eg of a social, political and linguistic nature) which have an impact on ESOL teaching and learning.
- ◆ Develop subject specialist knowledge, critical to contextualised ESOL planning delivery, assessment and evaluation.
- ◆ Develop the ESOL practitioner's analytical and critical skills in ESOL planning, delivery, assessment and evaluation.
- ◆ Develop expertise in designing and delivering learning programmes to meet the diverse English language learning needs of learners in a variety of settings and contexts.
- ◆ Develop practical approaches, strategies and techniques to deliver ESOL at different levels and to meet a variety of English language learning needs.

Specific Aims

The specific aims of the award define the core competences (knowledge and skills) that the candidate will acquire. Successful completion of the award will enable the candidate to:

- ◆ Critically analyse English language issues and related implications for/impact on ESOL teaching and learning.
- ◆ Develop understanding of how ESOL teaching approaches and methods are underpinned by theory and historical/current developments.
- ◆ Develop skills in analysing features of the English language (including grammar and syntax, lexis and meaning, and phonology).
- ◆ Analyse discourse features in spoken and written English.
- ◆ Develop contrastive analysis skills.
- ◆ Apply English language and discourse analysis skills to an ESOL teaching and learning context.
- ◆ Extend the range of strategies, techniques and activities used when teaching a wide variety of English language features and skills.
- ◆ Analyse the roles and types of assessment in ESOL learning and teaching.
- ◆ Gain insight into, and ability to analyse, the range of assessment types, instruments and frameworks in the English language teaching and learning field.
- ◆ Analyse and evaluate the ESOL Assessment Framework in Scotland.

- ◆ Develop awareness of SQA ESOL assessment processes and quality assurance procedures.
- ◆ Apply skills to assess ESOL learners effectively using the SQA NQ ESOL specifications.
- ◆ Design effective summative SQA NQ ESOL assessment instruments.
- ◆ Acquire knowledge of specialist subject specific terminology.
- ◆ Develop reflective and evaluative approaches to ESOL planning, delivery and assessment.

Specific to candidates who undertake *ESOL Syllabus Design*:

- ◆ Critically analyse theories, models and approaches to syllabus design.
- ◆ Analyse and evaluate ESOL syllabuses and the factors affecting their design.
- ◆ Apply professional practice in the field of syllabus and programme design.
- ◆ Apply planning and evaluation skills in the design of appropriately contextualised, learner-centred ESOL syllabuses.

Specific to candidates who undertake *Teaching ESOL Literacies to Adults*:

- ◆ Develop knowledge of ESOL literacies learning and how it is situated, inclusive of the Scottish context.
- ◆ Identify the skills and subskills of ESOL literacies.
- ◆ Apply skills in identifying ESOL literacies learners and diagnosing ESOL literacies needs.
- ◆ Develop teaching skills, strategies and approaches to support ESOL literacies learning.
- ◆ Design, select and adapt resources appropriate for ESOL literacies learners.
- ◆ Plan, deliver and evaluate ESOL literacies teaching and learning.

3.2 Other aims of the Group Award

Transferable Skills

The above knowledge and skills are situated primarily in an ESOL teaching and learning context. Many of the knowledge and skills developed while undertaking the award will be relevant and transferable to other sectors of employment. These include:

- ◆ The learner-centred (social practice) approach which values the skills, knowledge and experience which individuals bring to their learning or employment.
- ◆ The development of linguistic knowledge, and recognition of how language is socially and politically situated.
- ◆ The value of negotiated learning.
- ◆ The potential impact of individual learning styles/preferences.
- ◆ The integration of a variety of skills within a teaching/training context.
- ◆ The development of generic teaching skills, strategies and techniques.
- ◆ The cycle of planning, delivery and reflective evaluation to inform future action.

- ◆ The development of communication, practitioner research and presentation skills.
- ◆ The development of knowledge relating to assessment, such as its role, issues related to effectiveness, validity and reliability and its processes and implications for the teaching and learning cycle.
- ◆ The development of analytical, critical thinking and problem solving skills.
- ◆ The development of short, medium and longer term planning skills.
- ◆ The development of ICT skills.
- ◆ The development of collaborative approaches to teaching and learning.
- ◆ The development of an ability to work flexibly and adapt/respond to complex situations critically.

Other more general aims of this qualification include:

- ◆ The development of a qualification designed to address the recommendations related to professional development contained within the Scottish Government's Adult ESOL Strategy.
- ◆ The provision of a relevant and coherent progression route for ESOL practitioners who hold an initial TESOL qualification.
- ◆ A qualification which provides a progression route for ESOL practitioners, which sits within Scotland's National Qualification Framework and within the SCQF at SCQF level 10.
- ◆ A qualification which bridges the gap between currently available Certificate and Diploma level qualifications, allowing Certificate holders to continue to professionally develop and Diploma holders to augment existing qualifications.
- ◆ The provision of a subject specific, contextualised professional qualification which will enable wider access to quality TESOL training regardless of geographical location in Scotland.

3.3 Target groups

The award is designed for current ESOL practitioners who are working in a variety of ESOL teaching contexts and settings and is intended for candidates who fit the following description:

- ◆ are/have been involved in the delivery of ESOL
- ◆ have achieved TESOL certification which meets the criteria given in **4.1**
- ◆ wish to undertake specialised professional development in TESOL

The award is intended for candidates delivering ESOL in a variety of settings and sectors. While the primary focus is on adult ESOL learning, this qualification is also of relevance to people working in other sectors, such as school teachers teaching towards SQA NQ ESOL qualifications, particularly with pupils in the upper levels of secondary school. The range of potential candidates includes:

- ◆ College lecturers working in Further Education (college and community-based)
- ◆ Community Learning practitioners
- ◆ Support for Learning teachers (in mainstream schools)
- ◆ EAL teachers

- ◆ Workplace ESOL practitioners
- ◆ Adult literacies practitioners who work with ESOL learners
- ◆ Adult Basic Education tutors
- ◆ Prison tutors
- ◆ Tutors working in the voluntary sector
- ◆ ESOL volunteer tutors
- ◆ EFL teachers with overseas teaching experience who wish to enter employment in the ESOL field

The Units within the Group Award can be delivered on a freestanding basis. As has been mentioned, candidates are required to hold an initial TESOL/TEFL/ELT qualification. Candidates holding higher level qualifications (eg DELTA, DipTESOL, Masters in TESOL) may wish to take Units relevant to their current/future practice, where this content has not been addressed within the qualification they hold. *ESOL Assessment and the Scottish Framework* and *Teaching ESOL Literacies to Adults* may be of particular relevance. While the primary focus of the award is on adult ESOL learning, *ESOL Assessment and the Scottish Framework* is also appropriate for school teachers teaching towards SQA NQ ESOL qualifications.

3.4 Progression routes

Progression routes are set out in Appendix 1 within the updated framework document.

The Professional Development Framework maps this qualification as professional development for ESOL practitioners who already possess an initial TESOL qualification, such as the PDA in TESOL at SCQF level 9 or equivalents (eg the Cambridge and Trinity Certificate qualifications). It is recommended within the Framework, and by the Scottish Government, that the PDA in Applied Practitioner Studies in TESOL at SCQF level 10 becomes the minimum benchmark qualification for ESOL practitioners in Scotland.

It has also been recommended that practitioners who achieve the PDA in Applied Practitioner Studies in TESOL at SCQF level 10 continue on to more advanced level subject specialist qualifications. Please refer to Appendix 1: Professional Development Framework for ESOL Practitioners in Scotland (updated June 2011) for further information.

Practitioners may also (be required to) undertake qualifications to meet the professional teaching requirements within their sector (eg TQFE for lecturers in Scotland's Colleges). The Professional Development Framework recommends that ESOL practitioners have achieved the PDA in Applied Practitioner Studies in TESOL at SCQF level 10 or equivalent prior to undertaking TQFE³ to ensure that in-depth subject specific knowledge and skills have been acquired.

³ See Framework Diagram in Appendix 1 for recommended sequence of undertaking qualifications.

3.5 Employment Opportunities

Many candidates will take this qualification while employed as ESOL practitioners. Where this is not the case, successful completion of this award should enhance employment opportunities, as candidates will be able to evidence that they have undertaken specialised training and acquired analytical knowledge and skills directly relevant to working within publicly funded ESOL provision in Scotland.

A wide range of employers within the college, community and voluntary sectors in Scotland has supported the development of this award, recognising its value for ESOL practitioner professional development. It is envisaged that there will be enhanced job opportunities for successful candidates in a variety of settings and sectors.

Employment opportunities also exist within an adult training environment (eg an adult literacy partnership) or in roles that offer support to ESOL learners (eg support for learning, managing voluntary provision). In addition, there are opportunities to find employment within private language schools, and potentially Higher Education settings, particularly during the summer period in the UK.

Candidates may also wish to use this award to enhance their prospects when seeking employment overseas in the wider international ELT field. SQA will work with key agencies to build recognition for the award.

In the current economic climate, the job market is increasingly competitive. Employers will be looking for practitioners who can evidence that they have relevant experience and qualifications, and that prospective ESOL teachers are job ready; able to work effectively to meet complex delivery demands. This award, which develops ESOL professional practice and is highly relevant to the Scottish ESOL context, is likely to increase the employability of those who undertake it.

4 Recommended Access to Group Award

4.1 Access for Candidates

The entrance requirements take account of the entrance levels for other Professional Development Awards at this level related to teaching in lifelong learning sectors (in particular the guidance set out by the Professional Learning and Development Forum Scotland).⁴

Access to the award is at the discretion of the centre. Candidates would normally be expected to have competence in Communication skills at SCQF level 6, Numeracy skills and Information and Communication Technology (ICT) skills at SCQF level 5, or similar qualifications or experience. In addition, candidates should have experience of working with ESOL learners.

⁴ Further information on the PLDF Scotland can be accessed at [Professional Learning and Development Forum | pldf-home | pldf](#)

While access to the award is at the discretion of the centre, and a broad range of candidates with different backgrounds and levels of experience may wish to undertake it, all candidates **must** have demonstrable knowledge of:

- ◆ cultural, social and linguistic diversity of ESOL learners
- ◆ specific methodologies and the language/linguistics involved in teaching English to Speakers of Other Languages

This knowledge can be demonstrated by the candidate holding, as a minimum, GA53 49 PDA in TESOL at SCQF level 9 or an equivalent TESOL/ELT qualification which can be demonstrated to meet the following criteria:

- ◆ is externally validated by a reputable examination body (usually a university or recognised examination board)
- ◆ contains at least six hours' supervised teaching practice (ie teaching practice in which the trainee teacher is observed and assessed teaching genuine ESOL learner groups, and given feedback on his or her performance)
- ◆ contains at least 100 hours of ELT/TESOL input

Examples of qualifications which may meet the criteria above are:

- ◆ Cambridge ESOL CELTA and its predecessors
- ◆ Trinity College, London Cert TESOL

Courses in TESOL/TEFL/ELT which do not meet the above criteria (eg G91E 46 PDA: Introduction to Tutoring ESOL at SCQF level 6, short online/introductory/informal courses) are not acceptable. There may also be potential candidates holding Masters level qualifications who do not fit the description of TESOL initiated if the course they have undertaken does not include assessed teaching practice.

Centres should be diligent in checking potential candidates' qualifications and suitability for the Group Award. Having a minimum level of TESOL qualification provides evidence that the candidate has already acquired knowledge and skills to deliver ESOL effectively and independently.

Further, these minimum entrance requirements take account of the prior knowledge and skills required to successfully complete the Units. While a structured teaching practice component is incorporated in the PDA in TESOL at SCQF level 9, the PDA in Applied Practitioner Studies in TESOL at SCQF level 10 is **not** designed to provide evidence of a candidate's teaching competence.

Whether English is the candidate's first, second or other language, they must satisfy the entrance requirements. On entry, the candidates' spoken and written English, as well as their aural and reading skills, must be sufficient to equip them to participate effectively on the award and to meet its assessment requirements. Centres may decide to set additional English language requirements for candidates whose first language is not English (eg by holding an internationally recognised English language qualification). The TESOL qualification entry requirement should ensure that all candidates

have a high level of competence in English reading, writing, aural and oral skills as appropriate to an ESOL practitioner, whose role is to facilitate English language development.

The selection criteria should be adhered to whether candidates choose to undertake individual Units or the full Group Award. There may be exceptions where a candidate chooses to take the Unit *ESOL Assessment and the Scottish Framework*. While this Unit is primarily aimed at adult ESOL practitioners, it is also relevant for school teachers, particularly EAL practitioners, who deliver, or intend to deliver, SQA NQ ESOL qualifications to bilingual learners, and wish to take this Unit on a freestanding basis. In such cases, the candidate may not have a TESOL qualification, but will already hold a full teaching qualification and should have relevant experience related to English language teaching. Centres must inform candidates that it is not possible to achieve the Group Award towards which this Unit contributes unless they already hold a TESOL/ELT qualification which meets the criteria set out above.

Centres must ensure potential candidates meet the above criteria. Selection criteria procedures will be checked at approval stage. Qualifications and experience of candidates will be checked during verification.

Where a potential candidate does not hold a TESOL qualification meeting the criteria, and therefore cannot evidence the required level of competence, centres should provide guidance on learning which could be undertaken to allow future access to the award. This might be by taking an initial TESOL qualification such as GA53 49 PDA in TESOL at SCQF level 9 or equivalent, potentially preceded by an introductory qualification such as G91E 46 PDA: Introduction to Tutoring ESOL at SCQF level 6. Where potential candidates are unable to evidence sufficient English language competence, centres should provide guidance on learning opportunities which would develop the candidate's English language skills, such as further study in ESOL, English or Communications.

5 Group Award structure

5.1 Structure

The PDA in Applied Practitioner Studies in TESOL at SCQF level 10 attracts 4 HN Credits (2 at SCQF level 10 and 2 at SCQF level 9) and 32 SCQF credit points (16 at SCQF level 10 and 16 at SCQF level 9). The award consists of four Units, two mandatory and two optional. Candidates must successfully achieve both mandatory Units and one optional Unit to achieve the award.

While the exact time allocated to each Unit is at the discretion of the centre, the notional design length of each single Unit is 40 hours, 80 hours for the double Unit: *English Language Analysis for TESOL*, 160 hours for the Group Award.

Framework

Unit title	Code	SCQF credit points	SCQF level	SQA credit value
Mandatory Units (both Units required)				
English Language Analysis for TESOL	FK8X 37	16	10	2
ESOL Assessment and the Scottish Framework	FK8Y 36	8	9	1
Optional Units (one Unit required for Group Award)				
ESOL Syllabus Design	FM1G 36	8	9	1
Teaching ESOL Literacies to Adults	FK8W 36	8	9	1

All Outcomes are mandatory within each Unit, with no optional elements. Candidates must achieve all Outcomes within the two mandatory Units and the optional Unit selected to achieve the Group Award.

English Language Analysis for TESOL

The Outcomes within this Unit are assessed individually.

- 1 Critically analyse English language issues and their implications for teaching and learning
- 2 Analyse and interpret grammatical, syntactical, phonological and lexical patterns and use, applying these to an ESOL context
- 3 Identify and analyse discourse features in spoken and written English, applying these to an ESOL context

ESOL Assessment and the Scottish Framework

The Outcomes within this Unit are assessed holistically.

- 1 Critically analyse the roles and types of assessment in ESOL
- 2 Describe and evaluate the ESOL assessment framework in Scotland
- 3 Assess ESOL learning effectively using the SQA NQ ESOL framework specifications
- 4 Design effective summative SQA NQ ESOL assessment instruments

ESOL Syllabus Design

The Outcomes within this Unit are assessed holistically.

- 1 Critically analyse theories, models and approaches to syllabus design
- 2 Analyse factors affecting ESOL syllabus design
- 3 Design and justify contextualised ESOL syllabuses

Teaching ESOL Literacies to Adults

The Outcomes within this Unit are assessed holistically.

- 1 Analyse and evaluate adult ESOL literacies within a Scottish context
- 2 Identify and assess ESOL literacies learners and their learning needs
- 3 Apply skills and strategies to support ESOL literacies learning
- 4 Plan and deliver ESOL literacies learning

NB Each of the Units can be delivered on a freestanding basis.

5.2 Core Skills

Core Skills

There may be opportunities to gather evidence towards Core Skills in this qualification, although there is no automatic certification of Core Skills or Core Skills components.

Entry Profile for Core Skills:

Candidates undertaking this award will possess a high level of Core Skills. Candidates would normally be expected to have competence in Communication skills at SCQF level 6, Numeracy skills and ICT skills at SCQF level 5, or similar qualifications or experience. Candidates will hold an initial TESOL qualification (as a minimum) at entry point; the Core Skills below are critical in ESOL teaching and learning. Enhancement of these skills is expected.

Recommended Entry Level of Core Skills	SCQF Level
Communication	
Oral Communication	6
Written Communication (Reading)	6
Written Communication (Writing)	6
Numeracy	
Using Graphical Information	5
Using Number	5
Information and Communication Technology	
Accessing Information	5
Providing/Creating Information	5
Problem Solving	
Critical Thinking	6
Planning and Organising	6
Reviewing and Evaluating	6
Working with others	
Working Co-operatively with Others	6
Reviewing Co-operative Contribution	6

Throughout the award there are opportunities to develop Core Skills, particularly in Communication, ICT, Problem Solving and Working with Others. The nature of the qualification ensures that Problem Solving is a key skill within the programme. There is no automatic certification of any Core Skills. The anticipated exit profile of the candidate Core Skills is provided.

Anticipated Exit Profile of Core Skills	SCQF Level
Communication	
Oral Communication	6
Written Communication (Reading)	6
Written Communication (Writing)	6
Numeracy	
Using Graphical Information	5
Using Number	5
Information and Communication Technology	
Accessing Information	5
Providing/Creating Information	5
Problem Solving	
Critical Thinking	6
Planning and Organising	6
Reviewing and Evaluating	6
Working with others	
Working Co-operatively with Others	6
Reviewing Co-operative Contribution	6

Strength of Components against the Core Skills Framework

Core Skill	Mode/method	Strength against Core Skills Framework
Communication		
Oral Communication Written Communication (Reading) Written Communication (Writing)	Teaching and Learning Formative/Summative Assessment	good
Numeracy		
Using Graphical Information Using Number	Teaching and Learning	weak
Information and Communication Technology		
Accessing Information Providing/Creating Information	Teaching and Learning Formative Assessment	good
Problem Solving		
Critical Thinking Planning and Organising Reviewing and Evaluating	Teaching and Learning Formative/Summative Assessment	good
Working with others		
Working Co-operatively with Others Reviewing Co-operative Contribution	Teaching and Learning Formative/Summative assessment	good

Full Core Skills signposting is provided in Appendix 2.

5.3 Principles, Standards and Subject Specialist Mapping

This award recognises the *Adult ESOL Strategy for Scotland's* guiding principles:

Inclusion

By addressing professional development needs of ESOL practitioners in Scotland, this award helps to provide ESOL learners with access to a quality learning experience. The award supports all those residing in Scotland who have English language development needs, inclusive of individuals and families from both settled and newly formed BME groups, those resident in Scotland while seeking asylum to the UK, refugees, migrant workers, international students and their dependants. It fully supports integration and settlement of 'New Scots' in Scotland.

Diversity

The award values the cultural and linguistic diversity of ESOL learners in Scotland, promoting a learner-centred approach to ESOL planning, delivery and assessment. It recognises the sociological, socio-economic and socio-political nature of ESOL.

Quality

The award embeds effective practice within ESOL planning, delivery and assessment. It provides recognition of the need for subject specialist and linguistic knowledge to enhance the planning, delivery and assessment cycle within ESOL.

Achievement

The award promotes personal, social and professional achievement of the ESOL practitioner in Scotland. It provides a contextualised, nationally recognised qualification, which sits within the Professional Development Framework. The Framework maps this qualification as a benchmark of professional competence. Further, it recognises that effective ESOL delivery and assessment will have a direct impact on the achievements of ESOL learners in Scotland.

Progression

The award sits within the Professional Development Framework for ESOL Practitioners, providing ESOL practitioners in Scotland with a professional development qualification which articulates within a wider framework, building on initial qualifications, and providing potential access to further professional development and employment.

This award fully aligns itself with the *Value Base and Principles of Community Education in Scotland*, which highlights 6 key areas of competence for part-time and voluntary workers:

- ◆ Understanding self and others
- ◆ Engaging with participants
- ◆ Helping people to learn
- ◆ Communicating
- ◆ Planning
- ◆ Managing and organising

These overarching principles are integral to the Outcomes of this qualification. Candidates consider their own language, the needs of their learners, and the opportunities (and barriers) which English language competence (or lack of) present. Candidates work collaboratively with learners, recognising them as individuals with backgrounds and experiences which have an impact on language learning. Candidates plan and evaluate contextualised ESOL teaching and learning, taking account of how it develops the learner's language abilities at an appropriate level of challenge, and addresses individual and group needs. Candidates develop their own communicative skills and those of their learners. Candidates autonomously plan, manage and organise their workload and assignments. The design of this qualification recognises that many ESOL practitioners may work part-time and/or in a variety of ESOL teaching contexts.

The PDA in Applied Practitioner Studies in TESOL at SCQF level 10 takes full account of *The Professional Standards for Lecturers in Scotland's Colleges* and the significance of these standards for those involved in teaching and learning in Scotland:

- ◆ Guidance and Support
- ◆ Planning and Preparing the Learning Experience
- ◆ Teaching/Facilitating Learning
- ◆ Assessment
- ◆ Quality and Standards
- ◆ Professional Practice and Development

While the nature of this award differs significantly from other PDAs in Further Education and indeed the TQFE, where explicit subject knowledge and competence is a given, the design aligns itself to current thinking on teaching and learning in Scotland and meets much of the indicative content of the standards, while being situated in the subject specific ESOL domain.

As with the first two awards within the Framework, (the PDA: ITESOL at SCQF level 6 and the PDA in TESOL at SCQF level 9), the PDA in Applied Practitioner Studies in TESOL at SCQF level 10 is mapped to a UK-based ESOL subject specific framework to help the benchmarking of these and future qualifications developed on the Professional Development Framework for ESOL Practitioners. Prior to the validation of this qualification, a mapping process was completed against:

New overarching professional Standards for Teachers, Tutors and Trainers in the Life Long Learning Sector. Application for the Professional Standard for teachers of English (Literacy and ESOL) Lifelong Learning UK, 2007.

6 Approaches to delivery and assessment

6.1 Content and context

The PDA in Applied Practitioner Studies in TESOL at SCQF level 10 is designed for candidates already delivering ESOL (English for Speakers of Other Languages) in a variety of teaching contexts. Candidates will already have completed an initial TESOL/ELT qualification. The award is designed to enable candidates to further develop their knowledge and skills within the ESOL learning and teaching field. It provides both vertical and horizontal progression, facilitating the effective planning, delivery, assessment and evaluation of ESOL teaching and learning.

The Group Award seeks to provide specialist knowledge and skills, which firstly, build on those gained in initial TESOL qualifications, and secondly, are required for ESOL practitioners to work effectively and independently. The learner-centred (social practice) approach embedded throughout the award develops the candidate's awareness of the need for the learner to be an active participant in the learning cycle, ensuring that ESOL teaching and learning is relevant and meaningful to learners' lives.

The principal context will be an ESOL teaching environment. The award should be delivered in the context of a suitable training programme. Candidates will need access to an environment which enables them to work with authentic ESOL learners. The centre may provide this access where the candidate is not currently working with ESOL learners.

The mandatory Units focus on:

- ◆ in-depth analysis of language related issues and the English language system, and their application within contextualised ESOL teaching and learning, essential in enabling ESOL practitioners to deliver ESOL confidently and effectively.
- ◆ a critical analysis of ESOL assessment principles and processes, and practice in both the design and implementation of ESOL assessment within the SQA NQ ESOL framework, an essential part of ESOL delivery in many current Scottish contexts.

The optional Units focus on:

- ◆ a critical analysis of ESOL syllabus design, and the development of knowledge and skills to design effective, contextualised syllabuses which, crucially, take account of learner needs, goals and aspirations.
- ◆ theoretical and practical development in ESOL literacies teaching and learning, focusing on ESOL literacies learning needs, approaches and practices, enabling practitioners to identify, diagnostically assess, design learning programmes for, and plan and deliver lessons for, ESOL literacies learners.

It is expected that candidates will choose an optional Unit most relevant to their own professional practice and development needs. Centres may wish to offer one or both of the optional Units. Both optional Units provide candidates with opportunities to develop skills in the area of contextualised, learner-centred programme design.

Some candidates may wish to undertake individual Units within the award (rather than the full Group Award) to access development in a particular area of specialism they feel is required for their profession practice, or which addresses a particular need within an area they (intend to) work in, (eg a candidate takes the Unit: *ESOL Assessment and the Scottish Framework* to gain professional competence in assessing SQA NQ ESOL and enhance job prospects; a candidate already designing syllabuses/learning programmes undertakes the Unit: *ESOL Syllabus Design* to develop and enhance their practice, while gaining national certification for the knowledge and skills they have).

The primary focus is on adult ESOL learning within the candidate's own national ESOL context. The focus is on English language teaching and learning which takes place in a context where English is the dominant language and where English language development is required to allow learners to live, work and fully participate in the society in which they are resident. The award also has direct relevance for candidates who intend to work outside of their own national context (in non-English speaking countries). The award recognises that ESOL is also delivered within Scottish schools, particularly where learners are in the upper levels of secondary school and take national ESOL qualifications as an alternative to qualifications such as Higher English. *ESOL Assessment and the Scottish Framework*, in particular, is designed to be accessible to both adult ESOL and EAL practitioners who deliver ESOL programmes and assess learners within the SQA NQ ESOL framework.

This award encourages reflective and critical evaluation on the part of the candidate in relation to their own training and development as ESOL practitioners. It is anticipated that the embedding of reflection and evaluation will extend beyond the taught programme, enabling the successful candidate to continue to develop subject specific and pedagogic knowledge and skills within their working practice.

6.2 Delivery mechanisms

While the exact time allocated to the award is at the discretion of the centre, the notional design length is 160 hours. It is anticipated that time allocated to each Unit would be:

Mandatory (both to be completed)

English Language Analysis for TESOL	80 hours
ESOL Assessment and the Scottish Framework	40 hours

Optional Units (one to be completed)

ESOL Syllabus Design	40 hours
Teaching ESOL Literacies to Adults	40 hours

This award is designed to be delivered as a taught programme for ESOL practitioners. This programme could be delivered either full-time or part-time.

Where a full-time, intensive programme is designed, centres should take care that candidates have enough time to reflect and assimilate the large volume of work covered. The centre will also need to be careful when considering its assessment timetable and opportunities for re-assessment. During the research phases of this development, an identified failing of current qualifications available was the short, intensive nature of many, which left little space for candidate reflection and development within taught programmes.

While the award has been designed with face-to-face delivery in mind, centres could also consider delivering their programme on an open or distance learning basis. This might be particularly appealing to centres and candidates where geographical or time/work constraints make full face-to-face delivery inaccessible. Centres will need to take account of the Evidence Requirements, which include the need to have access to authentic ESOL learners and the need to authenticate assessments which have been undertaken on an open-book basis.

There are components of the award where direct face-to-face communication between the assessor and candidate is required, in particular, for Outcome 1 of *English Language Analysis for TESOL*, where candidates deliver an oral presentation. Ideally, this presentation should be given in a group situation, to fellow candidates (peers) as well as an expert-assessor. Centres also need to consider how they will check that candidates have access to appropriate learners to undertake the assessments and meet the Evidence Requirements. They may need to provide candidates with access to learners in some situations, (eg where the candidate is not currently working or is unable to find appropriate learners to work with).

It is anticipated that some centres may wish to consider blended and open learning options. However, candidates will benefit greatly from at least some face-to-face delivery, peer discussion and review opportunities. Therefore, it is recommended there are facilities to enable this, such as e-groups, online forums, and group tutorials. In order to ensure the authenticity of assessments, centres will need a system in place for verification of evidence. The use of professional discussion would be appropriate. Written assessments could be submitted via VLE, e-mail or post. The use of an e-portfolio system could provide further flexibility.

6.3 Delivery of the Units

The Group Award comprises four Units, two mandatory and 2 optional. Each Unit has a defined but interrelated focus. The Units have not been designed with any specific sequential delivery in mind. The Units could either be delivered concurrently or sequentially. This gives centres flexibility in how they deliver the Units and indeed, in choosing which optional Unit(s) to deliver.

Where the Units *are* being delivered on a sequential basis, it is suggested that delivery initially focuses on the Outcomes of *English Language Analysis for TESOL*, providing linguistic knowledge and background which the candidates may draw upon in the other more practice-based Units. In this way the candidates' design and evaluation of materials and learning programmes will be informed by their knowledge about language and language related issues applied to ESOL teaching and learning contexts.

This is not, however, a requirement, and even where this sequence is followed, it would not be necessary to complete assessment for this Unit before delivery of the others commences.

Within each Unit, the order of the Outcomes provides a logical, yet flexible, progression. Theory and analysis provides essential scaffolding for the practical application of knowledge and skills within an ESOL context.

Centres may choose to deliver one or both of the optional Units. This may depend on where centre expertise lies and on the needs of candidates. Centres may wish to consider forming centre partnerships, where centres with different areas of expertise collaborate or 'partner up' with another/other centre(s) to deliver the Group Award.

Centres delivering the Group Award may have some candidates only taking an individual Unit. Centres will need to give guidance to such candidates as to which parts of the taught programme are relevant to meet the Evidence Requirements of the Unit. In the same way, a centre may be entering a candidate who has already completed Units on a freestanding basis for the Group Award. The centre will need to take account of the Units achieved when providing guidance on any content within the course previously covered. In both cases this may mean the candidate is exempted from attending/taking part in components of the centre's taught programme. To be certificated for the Group Award, the candidate will need to have successfully achieved the two mandatory and one optional Unit.

Centres should consider, when timetabling, how candidates will cope with the demands of the assessment, and ensure that enough teaching and learning time is provided before candidates undertake summative assessment.

Best practice in ESOL teacher education should ensure that during delivery of the taught programme candidates are introduced to, and experience in their own learning, a variety of techniques and methods relevant and applicable to the ESOL teaching and learning environment. Centres should use a wide range of delivery methods appropriate to training ESOL teachers, with time allocated for exploration of theory into practice, debate and exchange of ideas, and observation of effective practice. Centres should encourage candidates to try out ideas, approaches and activities covered in the input sessions in their own teaching context. Candidates can then reflect and report back on their experiences. Explicitly linking the training context to candidates' own teaching contexts will help draw on personal experiences and generate discussion, further analysis, and deeper reflection on the areas explored.

Learner-Centred Approach in ESOL

Candidates should develop an awareness of the current and evolving context of ESOL in Scotland, or in their own national context. They should understand and recognise the benefits of a social practice approach, which emphasises that planning, delivery and assessment should be learner-centred, and is underpinned by the understanding that language development (particularly in contexts where learners use this language in their day-to-day lives) involves complex capabilities related to aspects of learners' lives — social, education and working. Acquisition of language

skills, therefore, does not take place in isolation, but is closely linked to individual needs and external factors. Links should be made between the professional practices an ESOL practitioner engages in, and the relevance and meaningfulness to learners' lives.

Candidates should be guided to take account of learners' existing knowledge and skills and experience when planning and designing syllabuses, designing lessons, selecting materials, and planning assessment. Candidates should recognise the importance of ensuring that the learner is involved in the learning process and considered in the planning and assessment process. Candidates should plan and deliver ESOL which addresses the English language learning needs of the learner(s) they are working with.

This learner-centred approach should also be reflected in the delivery of this award, and this ethos is referred to in other sections of this document. For example, designing a programme with a delivery mode to accommodate candidates and allow for flexible professional development (Section 6.2 Delivery mechanisms); selecting resources and content to take account of candidates' needs and contexts (Section 6.5 Delivery contexts).

This award also emphasises critical and reflective thinking. Candidates should be encouraged to reflect on, and evaluate, their own practice, and should be given guidance on how this can be done. Candidates should understand the role of reflection and evaluation as an integral part of the teaching process, and the positive impact this can have on future professional practice.

6.4 Integration of content and assessment

While each Unit is assessed separately, there are opportunities to integrate content and to provide links across the different Outcomes of the Units.

In *English Language Analysis for TESOL*, candidates explore how the English language works (grammatically, syntactically, semantically and phonologically). They develop a detailed analytical knowledge of issues related to English language, including features of discourse analysis, and teaching. In the other Units candidates will investigate wider ESOL contexts. The range of ESOL delivery settings, the diversity of learning needs, and the approaches, strategies and techniques used in ESOL planning, delivery and assessment are some of the areas covered. Candidates will find that knowledge gained in one Unit will be directly relevant to another.

It is also possible to integrate components of assessments across different Units. One example of this is provided here:

In *English Language Analysis for TESOL*, the candidate focuses on a specific group of ESOL learners (in terms of level) when designing teaching and learning activities for a discourse feature they have identified within a text. The candidate may choose to focus on a group they already work with, and consider this group in other parts of the award. In *ESOL Syllabus Design* the candidate focuses on the same group when designing their syllabus. Further, the candidate uses the piece of text analysed for discourse features (in *English Language Analysis for TESOL*) as the base

material and focus for the detailed lesson plan required to be submitted as part of the Evidence Requirements for *ESOL Syllabus Design*.

Reflective practice is integral to the Group Award and is contained within all Units. Candidates may need to develop skills in this area, therefore it is recommended that centres focus on reflective practice during the taught programme.

The notion of contextualisation is also integral to the award, with candidates required to contextualise assessment, teaching and learning approaches, syllabus design, an ESOL literacies learning programme, and so on. Centres may therefore wish to provide guidance on the notion of contextualisation and its different constructs.

As the award is designed for candidates who are already ESOL practitioners, candidates should be encouraged to link assessment tasks to their own teaching contexts. *ESOL Syllabus design*, *ESOL Assessment and the Scottish Framework and Teaching ESOL Literacies to Adults* all provide opportunities for candidates to work with learners within their own teaching and learning environments. *Language Analysis for TESOL* allows candidates to draw upon their own teaching experiences and apply theory to practical, learning-centred situations.

Further guidance on assessment is given in the Assessment Guidelines and Support Notes for the Units.

6.5 Delivery contexts

The PDA in Applied Practitioner Studies in TESOL at SCQF level 10 is designed to allow for flexibility in its delivery, and to take account of the variety of contexts in which ESOL is delivered. When selecting course materials and resources, centres should take account of the current and potential future contexts in which candidates may deliver ESOL.

The primary focus is on adult ESOL learning. However, it is expected that some candidates undertaking individual Units or the full Group Award may be working in mainstream schools with older children undertaking ESOL learning in order, for example, to undertake national qualifications; where centres have candidates with this profile, there may be a need to provide contextualised input in this area. It is the responsibility of the centre to develop a programme which meets the candidates' needs. Candidates should be informed of the nature and content of the programme before they embark on the award.

The award provides candidates with a range of opportunities to explore their own teaching practice, and contextualise assessments to make them relevant to the work they are engaged in, by focusing on their own learners, settings and contexts.

Given this flexibility, and that most assessments will not be undertaken under supervised conditions, Centres will need to ensure the authenticity of evidence generated, and that candidates are able to meet all the Evidence Requirements of the award (eg assessing learners at two discrete levels in *ESOL Assessment* and the *Scottish Framework*; working with a learner who displays ESOL literacies needs in *Teaching ESOL Literacies to Adults*).

Dedicated tutorial support and professional discussion are highly recommended. Where candidates do not have access to appropriate learners to meet the Evidence Requirements, it is the centre's responsibility to provide this access.

7 General information for centres

Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website

www.sqa.org.uk/assessmentarrangements.

SQA has removed devolvable approval status for this PDA due to the specialised nature of the qualification. All SQA approved centres wishing to deliver the PDA will need to apply for approval and should contact SQA before doing so. Visiting verification will take place on a regular basis (100% in the first year and then an annual basis as a minimum).

In recognition of the need for TESOL subject specialists to deliver, assess and internally verify the award, centres must follow the guidance below when selecting appropriate staff.

Staff, whether delivering, assessing and/or verifying the *PDA in Applied Practitioner Studies in TESOL at SCQF level 10*, must be able to demonstrate competence in delivering and assessing qualifications in this subject area and at the level and depth required. All members of staff should have considerable, wide-ranging experience of delivering ESOL. This range should include delivery within the national context and across a range of levels from beginner (SCQF level 2) to Advanced (SCQF level 6). Staff will hold a relevant teaching qualification in TESOL/TEFL. In addition, centres will be expected to show that there is relevant experience of delivering and assessing TESOL programmes and qualifications of this type and level.

Qualifications and experience of staff will be checked at Approval and Verification stages. Centres should notify SQA where any significant staff changes occur.

Each member of staff will have, as a minimum, all of the following:

- 1 A specialist TESOL/TEFL qualification at SCQF 10 or above.
Appropriate qualifications are:
 - ◆ SQA PDA in Applied Practitioner Studies in TESOL (SCQF Level 10)
 - ◆ Cambridge DELTA/DTEFL (SCQF Level 11)
 - ◆ LTCL DipTESOL (SCQF Level 11)
 - ◆ Equivalent qualification validated by a recognised awarding body

A relevant masters qualification (eg in TESOL/TEFL/Applied Linguistics) may also be acceptable where other TESOL qualifications are not held.

However, members of staff should hold a relevant teaching qualification where they have been assessed in their teaching.

In addition, at least one of the delivery team (the course leader or director) must evidence specialist Knowledge and Skills *beyond* the range of this award. Holding a relevant TESOL qualification at a level above this award will evidence this. Appropriate qualifications include:

- ◆ Cambridge DELTA/DTEfla (SCQF level 11)
 - ◆ LTCL DipTESOL (SCQF level 11)
 - ◆ Relevant Masters qualification (SCQF Level 11)
- 2 Substantial experience of delivering ESOL. This should include experience of delivery across a wide range of language levels and within relevant ESOL contexts. The delivery team must include staff members who have relevant experience and the skills necessary to deliver and assess the specialisms covered within the Units.
 - 3 Recent and relevant experience of delivering and assessing TESOL qualifications at SCQF level 8/9 or above. This should include experience within a relevant national ESOL context, ie if delivering this qualification in Scotland, experience should be relevant to this country.

If any staff member (while fulfilling Criteria 1 and 2) does not have the appropriate experience of delivering and assessing TESOL qualifications (criteria 3), an appropriate induction programme must be followed. This should include shadowing of a member of the team who does possess this experience and holds a TESOL qualification at a level beyond the range of this award (see 1 above), and a process in which any assessments undertaken by the 'trainer in training' are sampled by an experienced team member. Records of this process should be maintained for approval and external verification purposes.

Centres will need to evidence specialist expertise in the areas of the constituent Units. In particular, in order to deliver and assess the Unit: *ESOL Assessment and the Scottish Framework*, centres will need staff who are not only experienced ESOL practitioners and TESOL trainers, but also experienced ESOL assessors. In the same way, centres delivering the Unit: *Teaching ESOL Literacies to Adults* will need staff experienced in this specialist area of ESOL delivery.

Visiting Presenters and Facilitators

Centres may wish to invite people who are not part of the core delivery team to provide input on the taught programme related to a particular field or specialist area, eg to deliver a session on SLA, literacies theories, immigration policy, ESOL assessments across different frameworks. In such cases, centres should feel free to select individuals to present or facilitate sessions which will enhance the course. The 'visiting' presenter should not be involved in assessing candidates.

Resources

Centres must have an adequate learning environment. Centres must also be able to provide access to ESOL learners at appropriate English language levels if required. Candidates should have access to up-to-date and relevant resources which reflect the specialist areas, and are of the level required to achieve the qualification, ie specialist materials and resources (eg on aspects of language analysis, ESOL assessment, syllabus design and ESOL literacies). Such resources could include academic and practical texts (journals, course books etc), up-to-date online resources and specialist software, and published teaching and learning materials.

Internal and external verification

All instruments of assessment used within this/these Group Award(s) should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in *SQA's Guide to Assessment* (www.sqa.org.uk).

8 General information for candidates

The Professional Development Award in Applied Practitioner Studies in TESOL (Teaching English to Speakers of Other Languages) at SCQF level 10 is relevant to you if you are an ESOL practitioner currently delivering ESOL, or if you plan to do so.

It is intended for candidates who have completed an initial TESOL/ELT teaching qualification (eg you may have a PDA in TESOL at SCQF level 9, Cambridge ESOL CELTA, Trinity College, London Cert TESOL, or equivalent), have (at least) some experience of ESOL delivery, and wish further development in specialist areas which support and enhance ESOL planning, delivery and assessment across a range of contexts and settings. The primary focus of the qualification is on adult ESOL learning. However, you could also be working in other contexts, such as within a school setting.

In order to achieve the qualification, you must undertake three Units, two mandatory and one optional:

The Mandatory Units are:

- ◆ English Language Analysis for TESOL (this is a double credit unit)
- ◆ ESOL Assessment and the Scottish Framework

The Optional Units are:

- ◆ ESOL Syllabus Design
- ◆ Teaching ESOL Literacies to Adults

The Units are designed to develop your range of specialist knowledge and skills relevant to the effective teaching of ESOL in a wide variety of contexts with its cycle of planning, delivery, assessment and evaluation. The award integrates theory and practice. You will develop in-depth knowledge of how the English language works and how to apply this knowledge to your own ESOL teaching and learning contexts. You will focus on a number of sociolinguistic and linguistic issues that impact on teaching and learning. You will develop your skills in assessing ESOL learning within the Scottish ESOL Framework. You will also select an optional Unit most relevant to your practice, either in contextualised syllabus design or developing your knowledge and skills in the specialist area of ESOL literacies learning. The award is designed to allow you to reflect on, and evaluate, your own ESOL planning, delivery and assessment, and through this reflective approach, to improve your future professional practice.

Your training course might be delivered on a face-to-face basis, or a blended delivery basis, which includes some open learning. Input sessions will give you opportunities to critically analyse aspects of English language teaching and develop your ESOL pedagogic skills.

You will have the opportunity to work with learners to carry out assignments and this gives you the opportunity to situate your learning and assessment within your own teaching context and environment.

You will be assessed through a range of assessment instruments which are theoretical and practical in nature. Assessment across the Units takes a variety of forms, but has been designed to be directly relevant to the work you do when teaching ESOL.

Core Skills

Participation in this award will provide opportunities to develop all Core Skills, in particular Communication, Problem Solving, Working with Others and Information and Communication Technology (ICT). There is no automatic certification of Core Skills or Core Skills components.

Progression Opportunities

The PDA in Applied Practitioner Studies at SCQF level 10 is a specialist professional development qualification for ESOL practitioners. It facilitates progression to other qualifications such as the Trinity College, London Diploma in TESOL/Cambridge ESOL DELTA (SCQF level 11) and related Masters qualifications in this field, although there is no automatic guarantee of progression onto a course leading to these qualifications as the relevant awarding bodies and course providers may have specific selection criteria.

The Scottish Government recommends, through the Professional Development Framework, that all ESOL practitioners in Scotland should be working towards this qualification, or an equivalent, as a minimum. It is recommended that the PDA in Applied Practitioner Studies in TESOL at SCQF level 10 becomes the minimum benchmark qualification for ESOL practitioners working within publicly funded ESOL provision in Scotland.

Achievement of this award will evidence your ability to work autonomously and flexibly in the ESOL field. It will further evidence your knowledge of the

subject area within which you teach. It is envisaged that by achieving the award you may have enhanced opportunities for employment, as ESOL employers in public-funded sectors (Further Education, Community, Voluntary, Workplace) and within the private English language teaching sector will find the skill set you offer highly relevant and attractive.

9 Glossary of terms

SCQF: This stands for the Scottish Credit and Qualification Framework, which is a new way of speaking about qualifications and how they inter-relate. We use SCQF terminology throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at www.scqf.org.uk

SCQF credit points: One HN credit is equivalent to 8 SCQF credit points. This applies to all HN Units, irrespective of their level.

SCQF levels: The SCQF covers 12 levels of learning. HN Units will normally be at levels 6–9. Graded Units will be at level 7 and 8.

Subject Unit: Subject Units contain vocational/subject content and are designed to test a specific set of knowledge and skills.

Embedded Core Skills: This is where the development of a Core Skill is incorporated into the Unit and where the Unit assessment also covers the requirements of Core Skill assessment at a particular level.

Signposted Core Skills: This refers to the opportunities to develop a particular Core Skill at a specified level that lie outwith automatic certification.

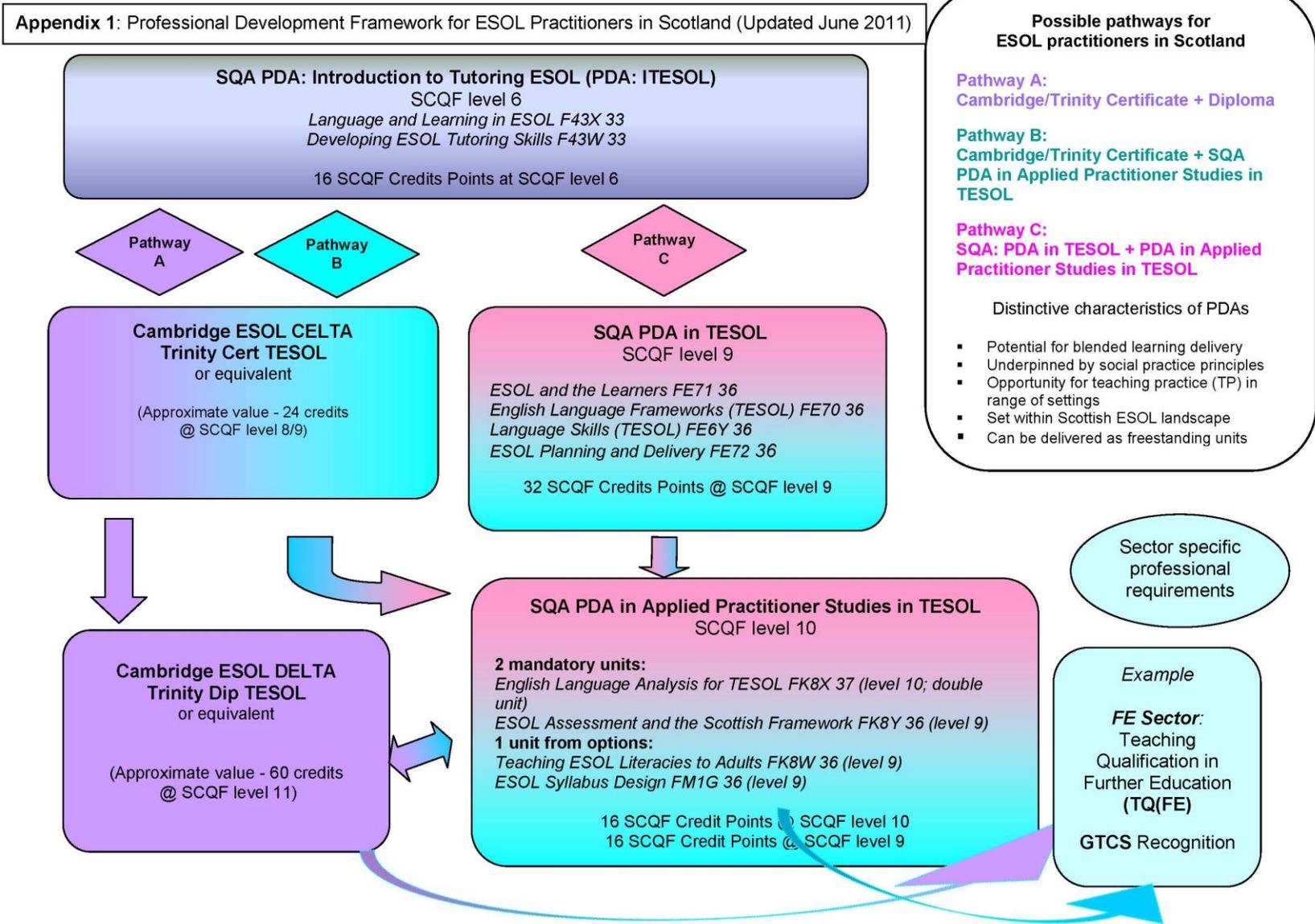
Qualification Design Team: The QDT works in conjunction with a Qualification Manager/Development Manager to steer the development of the HNC/HND from its inception/revision through to validation. The group is made up of key stakeholders representing the interests of centres, employers, universities and other relevant organisations.

10 Appendices

Appendix 1: Updated Professional Development Framework

Appendix 2: Core Skills Signposting

Appendix 1: Updated Professional Development Framework



Appendix 2: Core Skills Signposting

There are opportunities throughout this award for the enhancement of Core Skills, during teaching and learning and formative/summative assessment. Specific opportunities are detailed in each Unit specification. The extent to which Core Skills are enhanced will be determined by delivery and assessment methods. As candidates choose one of two optional Units, this may also determine specific development opportunities.

Communication:

Oral Communication at SCQF level 6

Produce and respond to oral communication on a complex topic.

Written Communication (Reading) at SCQF level 6

Read, understand, and evaluate complex written communication.

Written Communication (Writing) at SCQF level 6

Produce well-structured written communication on complex topics.

Oral communication skills are essential when engaging in spoken communication with ESOL learners and professional peers. Candidates develop this skill when undertaking assessed components of the qualification, from conducting the individual Learner Profile and diagnostic assessment within *Teaching ESOL Literacies to Adults*, to giving a formal presentation on an independently researched language related topic to professional peers and an assessor in *English Language Analysis for TESOL*. During both, communication needs to be appropriate for the purpose (eg using appropriately graded language to set the learner at ease and acquire relevant information; using language to convey complex information in a concise and clear manner during the language presentation), the audience (eg engaging with ESOL learner(s) with varied levels of oral/aural English language competence; communicating with peers and subject experts), and its particular aims (eg to obtain information; to deliver relevant information accessible to the audience). Using non-verbal communication, such as gesture and other paralinguistic features, to aid communication, is also an essential skill for an ESOL practitioner, and can be reinforced across the Units.

Candidates need to know and use specialist terminology appropriately. They could participate in tasks to develop their knowledge of relevant terms, and which raise awareness of debate/dubiety over usage (eg syllabus/curriculum/course/programme in *ESOL Syllabus Design*). While delivery will include debate and discussion on complex topics, it could also include tasks which focus on how to take account of contributions from an audience (as part of the *English Language Analysis for TESOL* Unit), as well as from ESOL learner candidates in assessment situations (in *ESOL Assessment and the Scottish Framework*), and how to respond appropriately, (eg responding to content; providing further instructions/clarification where appropriate).

Further opportunity to develop Oral Communication skills could be through project/research work (individual or group-based) on relevant topics, the findings of which could then be presented by candidates during delivery. Communication would need to be structured to take account of the purpose and audience, conveying information, opinions or ideas accurately and coherently and providing supporting detail where required, to progress understanding, knowledge and learning.

While undertaking this qualification, candidates explore complex topics linked to the areas of language analysis, ESOL assessment, syllabus design and ESOL literacies

across the contexts within which ESOL teaching and learning takes place. Candidates could participate in tasks which develop their ability to organise complex content into written form, and skills in incorporating appropriate terminology. Candidates carry out independent research into different areas related to assessment, syllabus design and ESOL literacies, which are presented as written accounts. Candidates must present ideas/information and supporting detail in a logical and effective order, clearly differentiating between facts and opinions, and making relevant links between major and minor points. Candidates will benefit from practice in producing clear and detailed written information.

Effective Written Communication skills are also required to produce written material designed for ESOL learners. This may occur if using written questions to obtain information from the learner for the Learner Profile and when designing teaching resources in *Teaching ESOL Literacies to Adults*, when creating assessment material in *ESOL Assessment and the Scottish Framework*, and when creating teaching resources in *English Language Analysis for TESOL*. All such material needs to be appropriate for its specific audience and purpose, so grading of language and adapting register, style and content is essential. Although it is expected that candidates will already have skills in this area, tasks providing a more specialised focus (eg in relation to working with literacies learners, or writing assessment material) would have a positive impact on the standard of assessment assignments.

In both formative and summative assessment, candidates should be encouraged to:

- ◆ present essential ideas/information and supporting detail in a logical and effective order.
- ◆ use a structure that takes account of purpose and audience, and links major and minor points in ways which assist the clarity and impact of the writing.
- ◆ use conventions which are effective in achieving the purpose and adapted as necessary for the target audience.
- ◆ use spelling, punctuation and sentence structures which are consistently accurate.

Numeracy:

Using Graphical Information at SCQF level 5

Interpret and communicate graphical information in everyday situations.

Using Number at SCQF level 5

Apply a range of numerical skills in various everyday situations.

There are limited opportunities to develop the Core Skill of Numeracy. While planning and delivery of ESOL literacies sessions might incorporate numeracy, or at the least, numerical awareness, (eg English language terminology for mathematical exponents), it is likely that candidates will have few opportunities to increase their own numeracy level. However, candidates may have opportunities to interpret and present graphical information in assessed components, such as reflective reports.

Information and Communication Technology:

Accessing Information at SCQF level 5

Use ICT independently, effectively, and responsibly to access information within a range of tasks.

Providing/Creating Information at SCQF level 5

Use ICT independently, effectively, and responsibly to carry out a range of processing tasks.

Development of this skill can be incorporated into the delivery of the Units by supporting the candidate to produce and deliver high quality ESOL materials using ICT, and to carry out information/resource searches using efficient and effective search strategies. Opportunities to develop this skill are present throughout the Units:

- ◆ Use of the Internet to research ESOL contexts, factors affecting assessment or syllabus design, ESOL literacies learning, and English language analysis.
- ◆ Word processing of written assessments, materials for Learner Profiles, presentation of research work (using graphs and tables where appropriate), formatting of lesson plans/Group Profiles, materials production, and production of high quality written material.
- ◆ Power Point presentation or word-processed acetates for oral presentation of research topics within input sessions, and for summative assessments.
- ◆ Use of VLE for peer discussion, to upload relevant documents.
- ◆ Use of web conferencing where delivery takes place in an open/distance mode.
- ◆ Use of DVD/VLE for observation of ESOL literacies and assessment delivery.
- ◆ Accessing web-based resources.
- ◆ Use of digital recording and editing hardware/software for discourse analysis within *English Language Analysis for TESOL*, for recording evidence for diagnostic assessment in *Teaching ESOL Literacies to Adults*, for recording oral assessments in *ESOL Assessment and the Scottish Framework*.
- ◆ Use of Smartboards/electronic whiteboards during delivery.
- ◆ Storage and maintenance of materials (electronic file management).

Problem Solving:

Critical Thinking at SCQF level 6

Analyse a complex situation or issue

Planning and Organising at SCQF level 6

Plan, organise, and complete a complex task

Reviewing and Evaluating at SCQF level 6

Review and evaluate a complex problem solving activity

This Core Skill is developed throughout the qualification, but particularly during assignments where the candidate is required to plan, deliver or assess ESOL within a certain context or framework. In *English Language Analysis for TESOL*, candidates analyse an authentic text for its discourse features and use this text as the basis for a lesson related to a discourse feature identified the candidate converts the text into a piece of ESOL material, with appropriate teaching and learning activities designed for a target group. In *ESOL Assessment and the Scottish Framework*, candidates design a summative assessment instrument for a specific SQA NQ ESOL Unit, designed for a specific context/level. Additionally they must provide a rationale for their design and evaluate the instrument. Such assignments involve a range of complex issues.

Candidates must use significant planning and organisational skills to complete the portfolio for *Teaching ESOL Literacies to Adults*, from organising the initial meeting with their learner, ensuring the learner is fully aware of the process, to providing effective delivery for the learner; The portfolio has a number of constituent parts which require high level problem solving skills, including the conversion of the initial diagnostic assessment into a coherent learning programme. Evaluation and reflection is a key component of the whole process.

Candidates should be encouraged to explore strategies for managing their time effectively and evaluating the considerable amount of information available on the topics contained in the Units.

Candidates will engage in a wide range of Problem Solving activities:

Critical Thinking — Analyse a complex situation or issue

- ◆ Identify the factors involved in the situation/issue.
- ◆ Assess the relevance of these factors to the situation/issue.
- ◆ Develop and justify an approach to deal with the situation.

While undertaking this award, candidates will:

- ◆ Research, analyse and evaluate complex issues, and present detailed information to demonstrate understanding.
- ◆ Consider the learners' language needs, goals and aspirations when planning and designing activities, materials, assessments, syllabuses and literacies learning.
- ◆ Identify factors which may affect performance of ESOL learners (eg age, prior education, literacy development).
- ◆ Make decisions based on complex knowledge gained.
- ◆ Adapt to situations and take account of a range of factors.
- ◆ Consider appropriate tasks/strategies to deal with each situation and factors involved.
- ◆ Develop appropriate feedback mechanisms based on complex factors.
- ◆ Choose and/or design appropriate materials in recognition of learner needs and English language ability.
- ◆ Identify, devise and use appropriate strategies and techniques to take account of a range of factors.
- ◆ Justify decisions made and actions taken.
- ◆ Consider the adaptation/modification of an existing approach.

Planning and Organising — Plan, organise and complete a complex task

- ◆ Develop a plan.
- ◆ Identify and obtain resources to carry out the plan.
- ◆ Carry out the task.

Candidates are required to relate issues of language/linguistics, assessment, syllabus design and literacies learning to the ESOL classroom. Candidates will:

- ◆ Take account of a number of complex and interdependent variables, such as age of learners, teaching aims, learner level and language skills (eg when identifying how the text analysed for its discourse features in *English Language Analysis for TESOL*, could be used within an ESOL context).

- ◆ Devise plans/strategies incorporating a number of concurrent strands (eg within *Teaching ESOL Literacies to Adults*, consider the aims, time, context, resources and activities to introduce and develop specific literacy subskills).
- ◆ Consider resources/materials/activities appropriate for a particular group of learners, and which effectively meet pre-specified aims (eg designing assessment instruments within *ESOL Assessment and the Scottish Framework*).
- ◆ Include procedures, staging, management of time, people and equipment within the plan (eg producing a lesson plan within *ESOL Syllabus Design*).
- ◆ Consider how ESOL strategies will be managed and carried out.

Reviewing and Evaluating — Review and evaluate a complex problem solving activity

- ◆ Evaluate the effectiveness of the strategy.
- ◆ Identify and gather appropriate evidence.
- ◆ Draw conclusions and make recommendations.

After delivery of the lessons within *Teaching ESOL Literacies to Adults*, the candidate must evaluate the effectiveness of their planning and delivery. Evaluation will also be integral to the production of an ESOL syllabus in *ESOL Syllabus Design*, and within *ESOL Assessment and the Scottish Framework*. Candidates will:

- ◆ Analyse the effectiveness of planning and delivery of learning (aims, materials and resources, features of own delivery eg learner rapport, language grading, use of resources, choices made, success of the plan, and the overall effectiveness of the lesson).
- ◆ Devise their own criteria for evaluation of their syllabus, or adopt/adapt a set of established criteria.
- ◆ Identify and gather appropriate evidence to support the evaluation. This could include recording the learner during delivery/when being assessed, learner feedback during or after delivery, written work/assessment undertaken by the learner, self evaluation, and formative work undertaken during training.
- ◆ Consider all the evidence coherently with no major aspect omitted and draw conclusions in order to complete an evaluation/reflective account.

Working with Others:

Working Co-operatively with Others at SCQF level 6

In complex interactions, work with others co-operatively on an activity and/or activities.

Reviewing Co-operative Contribution at SCQF level 6

Review work with others in a co-operative activity and/or activities.

Candidates work directly with learner(s) in *Teaching ESOL Literacies to Adults and ESOL Assessment and the Scottish Framework*. Candidates must work collaboratively with the learner(s) to carry out the assignments effectively. They should ensure the learner being profiled is aware of, and comfortable with, the purpose, process and content of the interview and related tasks. During the assessment process, the learners should be active, informed participants at all stages. The onus is on the candidate to support co-operative working by, for example, offering encouragement and modifying behaviour to meet needs as they

arise. Throughout the programme candidates must consider the needs of learners in order to complete assignments.

During the taught programme, candidates should be encouraged to collaborate with each other when carrying out tasks related to linguistic formation and meaning, evaluating methods and techniques for planning and delivery and considering appropriate courses of action. Group activity and arranging joint information feedback sessions will help to foster this collaborative approach.